

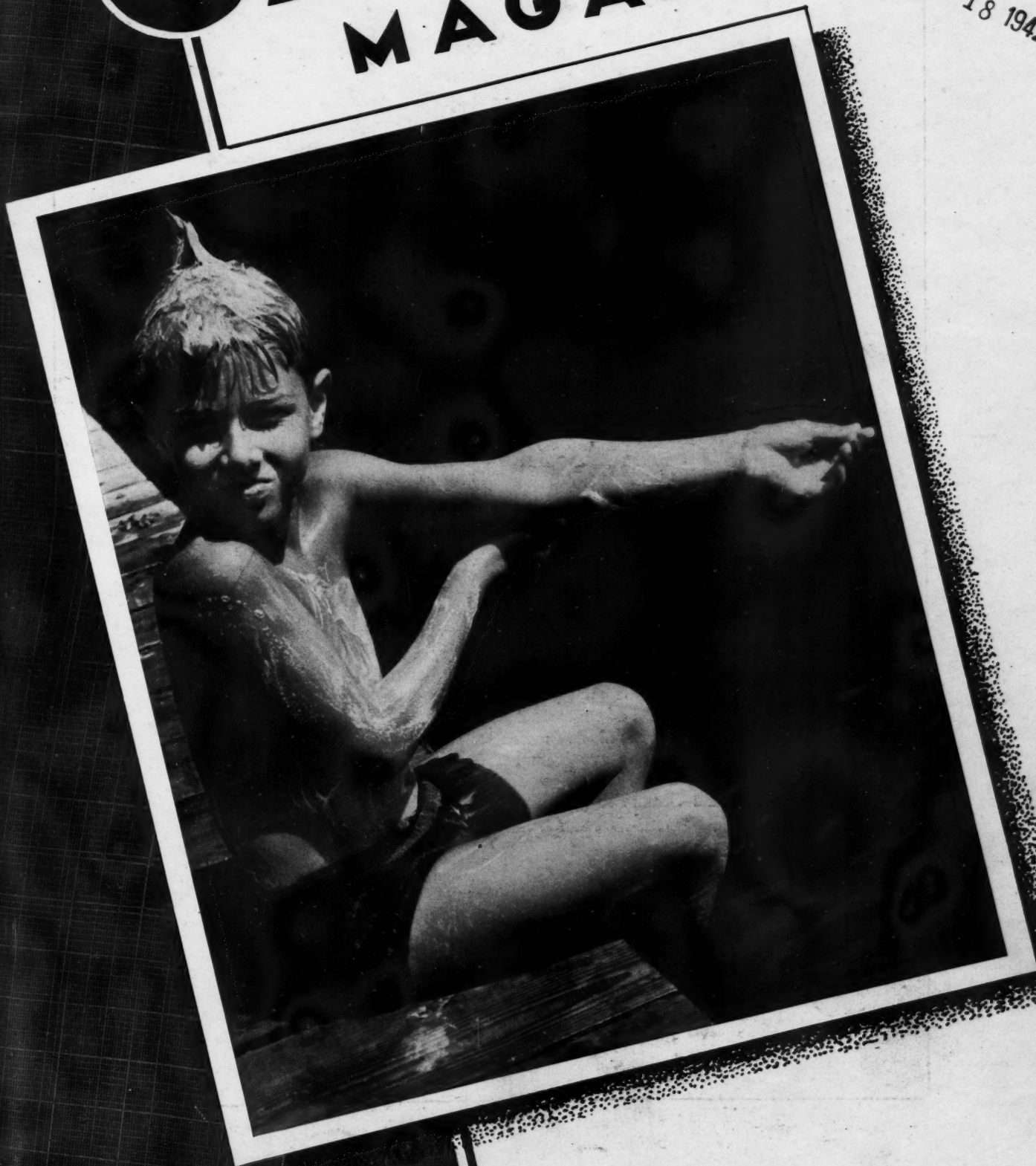
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CAMPING MAGAZINE

JUN 18 1942



JUNE

1942



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The Camping Magazine

JUNE, 1942

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Page	
Cover	PHOTOGRAPH BY AL PFANSTIEHL
2	GETTING BACK TO CAMPING AGAIN
4	CHILDREN'S CAMPING IN WARTIME Paul V. McNutt
6	ADVENTURING BY CANOE Flora M. Morrison and Mary L. Northway
9	SKIP JACKS Mary V. Farnum
10	PHYSICAL EXAMINATION FORM FOR CAMPERS Warren R. Sisson, M.D.
11	"I WANNA GO HOME" S. Theodore Woal
12	EVACUEE CAMPER CLOTHES AND PACKS Ellsworth Jaeger
13	EVACUEE CAMPER'S AX AND KNIFE SHEATHS Ellsworth Jaeger
14	SHELTERS FOR EVACUEE CAMPERS Ellsworth Jaeger
15	HOW TO USE AN AX FOR EVACUEE CAMPERS Ellsworth Jaeger
16	SETTING UP A STEAK BARBECUE Jeanne Bassett, Vita Rauch, Lois Sills, Nancy Morehouse, and Marjorie Hartenbower
17	HOMEMADE BAGS FOR CAMPING TRIPS Eugenia Parker
18	MAKE A PACIFIC NORTHWEST PACK FRAME William M. Harlow
19	CAN GIRLS WHITTLE? W. Ben Hunt
20	WAR HAZARDS TO CAMPS—YOUR QUESTIONS ANSWERED Major General L. D. Gasser
21	AN OPEN LETTER ON PRIORITIES
23	REPORT OF COMMITTEE ON TRANSPORTATION OF CHILDREN TO SUMMER CAMPS

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Engraving, Courtesy Camp Teela-Wooket, Vermont

Getting Back to Camping Again

THERE was once a budding young author who bemoaned the poverty that kept him living in the drabness of his parent's home. If only he could go to far romantic places where life was lived lustily and adventurously, there to unearth plots for the stories he would write! Came to his home another author for a visit, who found in the lives of the young author's brothers and sisters, his mother and father, in the goings on of the household, material for a half-dozen thrilling and successful tales!

The water is always more blue, the sunset more gorgeous, the scenery more inspiring—far yonder.

Parked on the campsite have always been resilient rubber tubes to take us yonder—across the state to a better lake for an overnight, fifty miles away to a better mountain to climb . . . resilient tubes on trucks to haul canoes to distant rivers where there is better water to paddle, tubes on bigger trucks still to haul horses to better trails to ride. Yes, there are always

better stars under which to sleep—over there.

Today there are no tubes to take us whizzing away from the adventure that is to be found just down the trail. Now we can discover the glories that are in our own backyard. The things that are camping are to be found here as well as there. The water is more blue around the bend of our own lake than we have yet discovered. Instead of traveling trips we can get back to *camping trips* once more.

Camping is being put back on its feet again. We'll hike once more and thereby come to know the sights and sounds and smells of the wild places. Instead of roaring past woods we will live in them. Instead of a machine to haul our packs we'll put them on our backs. Instead of wheels to transport our canoes we'll hoist them to our shoulders.

And when we must ride on wheels we'll hitch horse to wagon and find a type of thrill in a ten-mile jaunt we've never known in a hundred-mile dash through

space. A horse and wagon can lead us to camping that no machine can find.

With no rubber tubes to take them there, perhaps the campers will not be urged to the nearest golf course so often, and minus balls perhaps they will be given time to build fires in the woods again. In being forced away from these things that smack of country clubs and playgrounds, we are apt to hear less complaint from the campers than from their leaders.

We would not appear to be adverse to automobiles, or to country clubs, or city playgrounds, but one's sense of literary accuracy rebels against misnaming them. Camping somehow implies the interplay of people with the wild environment. It has been proven that if the adults keep everlastingly at it, they can really protect the campers from any such interplay. The established method is to force them willy-nilly into city-like activities. But in addition special care must be exercised not to allow them to sit too long

by a campfire at night, or wander too often under the stars, or smell woodsmoke that is too fragrant, or receive too much of the mist of waves in their faces, lest suddenly they turn up with "bad camp spirit" and start camping! Unless the adults are forever on the job these unpredictable youngsters may hear the Red God's call, and that will mean that they will camp, regardless. It takes strenuous leadership to eliminate all camping in camp, but it can be done. It's been proven.

In this job of dodging camping while we are in camp, rubber has been the most useful of all tools. The human mind is fertile and perhaps it will conjure up other devices to do the job, but in the meantime, perchance we can camp for a while. This camping can be found just around the bend of the nearest woodland trail.

Why bemoan these shortages of supplies? Have the woodsmen of other years had them? The very lack of them should lead us to more solid camping.

Engraving, Courtesy Camp Teela-Wooket, Vermont



Children's Camping in Wartime

I WANT to talk about America's children — the citizens and leaders of tomorrow. How can we preserve their health and strength, their peace of mind and morale? For good seed brings forth good harvest only where there is proper nurturing. If we act wisely *now* and take adequate measures to make our children strong and self-reliant, we shall have insurance against tomorrow. America will then *have* good citizens and able leaders.

This week is being celebrated as Children's Summer Camp Week, yet millions of American boys and girls have never been to camp. Nature has blessed this Nation with untold riches in natural beauty—mountain ranges, woods, and coastline. It has provided us with a bounty of lovely lakes and innumerable streams. It has given us the richest farm lands on earth. Yet countless city children have rarely seen brooks or trees—know next to nothing about fishing or canoeing—never have sailed a boat or roamed the woods. We have millions of children who never leave the humdrum monotony of metropolitan pavements.

Why is this so? Why should this be? Do we lack leaders with vision and knowledge? Do we not have the physical plant, the camp equipment, the vacation grounds? Are the parents to blame?

If it were peacetime—the answer to these questions would be that we were a neglectful and wasteful people. Neglectful of our children, wasteful of our manpower, indifferent to our natural beauty and resources.

In peacetime we thought we could afford to be wasteful. We ruined a good part of our topsoil and watched millions of unemployed men and women impair their minds and bodies in idleness and despair. We thought we knew something about economies, about wealth and what constituted wealth.

But can you replace free men and women? Can you measure, in terms of gold, majestic mountains and national forests?

I am sorry to say that for most of our people, this

I would say to the mothers and fathers of America, I do not know of a wiser or safer place for your children in this wartime summer than in an American Summer Camp.

By

Paul V. McNutt

Federal Security Administrator
Chairman

War Manpower Commission

boundless wealth has been nonexistent. The tragedy of peacetime America was the story of national blindness and weakness—want in the midst of surpluses. Ugliness in the midst of beauty.

However, all this is a thing of the past. We are not at peace. We are now at total war—facing the greatest struggle in our history—facing the problem of survival.

Confronted no longer with surpluses we now have serious shortages—shortages of raw materials, shortages of manpower. One thing is certain, waste from now on is

taboo. Everything in America is precious—our trees—our streams—our minerals—and soil. But above these precious possessions come our men and women, and above even these—*our children*.

Today our city children are in danger. Their parents for the most part are busily engaged in war production; they have sons in the armed forces; they are tense and worried and earnest. The children know it and react to it because children are quick to sense any anxiety adults may face. They are upset because they do not fully understand the national danger, the seriousness of it, and how to escape.

We cannot afford to have our children grow into hyperemotional men and women. We cannot permit the war to upset mental stability or natural growth. Ours is the responsibility to keep at a minimum the emotional stress that may affect the lives of our children. Ours is the wartime responsibility to see that they get plenty of fun and adventure, plenty of wholesome music and singing, plenty of fresh air and good food, and plenty of good comradeship. It is up to us to give them the life of the *camp* in *full measure*.

Plans and preparations have already been made to evacuate our children from crowded areas if and when the need arises. We shall profit by the experience of the British and other peoples who have faced the danger of enemy air attacks.

But I do not think we should wait for disasters before we act on our camping programs. Now is the time for our trained camp directors to begin to think of utilizing their knowledge and equipment as never

before. We need long-termed and short-term camps—camps that will take advantage of the beautiful American summer, and also camps that can adapt themselves to the rigors of American winters.

Today we parents do not have to worry about the question of former days, as to whether or not we should send our children to camp. That problem has already been solved.

We now *know* that camp life, be it but for two weeks, gives to the boy and girls a training in self-reliance, utilization of skills, love of nature and the outdoors—that no other institution in American life so adequately provides. What the training camp does for our youth in the armed services is done in equal measure for our children when they have had some experience in a well-run summer camp. They learn to stand on their own, to be physically fit, to do hard things and do them well. They know that accomplishing difficult things makes for strong bodies and stalwart characters. They learn how to sacrifice and to serve, how to take orders as well as to give them, how to follow as well as to lead and direct. They develop a capacity for cooperation and the sense of comradeship. They learn what a precious thing it is to *belong*.

All of this would be valuable enough in peacetime. In wartime camp life is a God-send. To know that your children are safe from the stresses of war—living, playing, and working in the great outdoors, developing physical vitality, moral stamina, social cooperation, resourcefulness, and self-discipline—this is a *great assurance*. What more can we parents ask? What more can a Nation demand?

But only five percent of our children attend camp. We have the facilities not only for caring for our city children, but we can provide for our rural needs as well. We have the best-equipped corps of camp directors and counselors existing anywhere in the world. We are not new, we Americans, to camping. Over the years our camp leaders and counselors in outdoor life have brought camping to a plane that ranks with any institution in American life.

American parents can now take pride in the missionary work that has already been done. In wartime they can feel gratified that American camps, unlike the camps of our enemies, are not centers for cultivation for a "New Order."

We have no use for the bully either in ordinary life or in our sports. Our boys and girls are not encouraged to become prattlers. They are not goaded into craftiness and deceit. An American camp director would never think of inculcating among his charges the ideal of *betrayal*, whether of friend or parents, through twisted logic or pseudo racial fakes. Our camp life aims to install in our boys and girls just what our Constitution, our Declaration of Independence, our treaties, laws, codes all aim to

encourage—a regard for the dignity of the human being—a concern for the rights of man—a kindness for the oppressed, the weak and the hurt.

I would say to the fathers and mothers of America, I do not know of a wiser or safer place for your children to be this summer than in an American summer camp. Not only will they be away from our tenseness—they can be brought into a healthy participation in the war effort. Living in the woods under simple, wholesome conditions will develop their mental alertness and resourcefulness as no other situation can. They can learn first-aid and Red Cross work, how to swim, to handle boats with safety, and to use tools safely. They will have balanced, nutritious meals, regular hours of rest and sleep, a regular routine of cleanliness in health habits. Their nerves will be sound, their young bodies strong.

Older campers can help cultivate and harvest crops that will be huge this year. They can also serve as junior forest rangers and help clear trails, report forest fires and spot airplanes.

They can do more: They can learn map making, weather reporting, telegraphy, and signalling. They can learn how to preserve and take better care of equipment. They can learn motor mechanics and building. In doing this they will learn important things that will stand them in good stead the rest of their lives. It will also provide them with the satisfaction that comes in knowing that they have had a direct share in their country's war effort. They will have helped their country in its greatest need.

Our camps today are small communities where each child learns democratic government by living it. Money and social position have no value here. The right to respect is earned only by what the child contributes by service to the success of *his* community.

I said in the beginning—our children of today will be our leaders of tomorrow. They will, of course, carry with them to manhood the scars and the shocks of a childhood in war. That we cannot avert. But we can be grateful that in this wonderful land at a time of sacrifice and stupendous effort we have leaders enough and experience enough to provide them some cushion of health, some avenue of safety. I salute you camp directors of America. You are doing your country a splendid service.

In these days to come, yours is the task of building character. The boys and girls whom you will work with, will be the leaders of democracy's new world, in the year to come.

The waves that beat the shores of Maine, the streams that trickle down from Sierra snows, the lakes of Minnesota, the sun-drenched sands of Florida, these are your school rooms. Here you get back to the great tradition our fathers built.

In your hands, America again becomes a land of opportunity. Yours is the challenge of the future.

Adventuring by Canoe

By

Flora M. Morrison

and

Mary L. Northway

LAST summer we had an unique experience; we went exploring by canoe. After having been connected with organized camping for many years, we set out adventuring through a lake district of Ontario to locate a site which some day we hope to develop as a girls' camp. At first we thought of going on this trip alone; then we realized that there were many older girls who would enjoy the thrill of real exploring as much as we ourselves. We arranged four trips during the summer. On each were girls, ourselves and a guide. Each group spent two days at our base camp where we had a little cabin and tents; we travelled for six days and returned for a final two days at the base. The girls were all fifteen years old or over; they could all swim and had some knowledge of canoeing and camping.

Because our summer was concerned only with trips, we were able to experiment with, and examine in detail all the aspects of a canoe trip and to record our activities, our successes and failures. From this experience we discovered some general principles of canoe trips, and also many details of equipment, supplies and packing. Some of these discoveries form the content of this article. In Part I we discuss the general aspects of good canoe trip procedures and in Part II the details of equipment and supplies.

PART I

GOOD CANOE TRIP PRACTICES

A canoe trip may be the most thrilling experience of the year for a child and perhaps the most valuable. It will be such if it is wisely planned and skillfully carried out. It may, on the other hand, be the most unhappy experience and one which develops nothing but dislike of camping if it is ill prepared and supervised with little knowledge of good camping practices or of young people's needs. There are bad canoe trips; trips that tire the child, that feed him on ill-cooked food at random hours, that let him sleep on wet blankets, that set out with the sole purpose of reaching the nearest town to gorge on delicacies of local confectioners, that take needless risks and that leave the land through which they travel a trail of dirty campsites and empty tins. Good campers may not be able to rid the land of trips of this sort, but we can make ours so good and develop such a strong attitude of respect for good camping among our

campers that bad practices will no longer be tolerated.

Good camping is not sissy camping. The great explorers such as Scott and Byrd prove that. Planning with foresight makes possible adventure, trav-

elling with discipline makes possible freedom. It is when the best ways of doing things have been worked out and the essentials of daily camping life are no longer problems that we become free to enjoy the experiences of the journey; it is when the details are efficiently planned that we are able to direct our energies to other achievements. Camping should pattern itself on the tradition of the great explorers and build its procedures on the example of the good forester. Our heritage of tradition in these fields will certainly provide all the romance and colour to appeal to our youth of today.

PREPARATION

The success or failure of the trip is largely determined before the canoes set out. If the group has a real purpose for undertaking the trip, if we are willing to acquire the skills necessary for achieving that purpose, if we are willing to plan for the normal activities and for the possible emergencies that may arise, the trip will be a success. If on the other hand a group of children is thrust together, hurried out of camp, in charge of a counselor who happens to be available, just for the purpose of giving them the trip promised in the camp catalogue, the trip has little chance of being worthwhile for anyone.

During the preparation the following things should be taken into account.

The Purpose. Why are we going on this trip? To enjoy living and travelling in the out-of-doors with a group of congenial companions? To explore and map the country? To make campsites and clear trails? To fish? To make the history of the district; or the resources of the land that contributes to urban life? All these are valuable purposes, but we must decide which are the dominating ones for the particular trip, in order to organize the trip to achieve those purposes most effectively.

The trip must be a *Group Project*, not an excursion. A trip planned and prepared by adults for which the campers are told to be ready at 9 A.M. Tuesday morning and find all their supplies packed and their course charted becomes merely a conducted tour. A

trip for which a group works together, decides on its purpose, its routes and takes cooperative responsibility for its details, gives each child inestimable values. These are those which the Group Workers and our leading educationalists have indicated as being most essential for the child's complete development. Here is an opportunity to secure them. Some camp directors say that with so many other things going on in camp, there is no time for working out trips as a group project. Others say it would disturb the smooth running of the 'trip supply room.' If the values that come from group activity are the essential ones children in a democracy need, and if one can use a trip as a means to acquire these values, would it not be worth considering whether some of the other activities might be minimized and whether the trip room could be re-organized on a different basis?

Having decided on the purpose and having decided to carry out the trip as a group project there are many questions which the group has to answer.

Where are we going and how are we going to get there? Maps of all kinds should be available including air photographs of the district. Information about routes should be secured from people who know the district; then a tentative plan of the distance to be covered on the whole trip and for each day should be worked out. This plan should be flexible. It should consider need for adapting to weather conditions, and illness, what campsites and shelters are available, shortest routes to roads or telephones in case of emergency, places where additional supplies may be secured, or where one's own supplies may be cached. The destination for the first day should be planned for a relatively short distance. For a trip of five or more days it is advisable to plan on camping for two consecutive nights, preferably the third and fourth, at the same spot. This saves making and breaking camp one day and gives more time for exploration. The plan should also consider the question when are we going to get back? Sufficient time should be left to allow for bad weather conditions. A six-day trip should plan its route through country which can comfortably be covered in four days. If the group is not held up by weather or illness this allows time for extra exploring, building, fishing and so on. On our four trips we planned to be back Saturday at 2 P.M. We came within ten minutes of this time on three trips and on one we returned late Friday afternoon having run into heavy rain on the last day which made it inadvisable to camp out the extra night.

What skills will be necessary? The group (and this includes the counselor and guide) should discuss what skills will be necessary on the trip they propose to take. Paddling skill will be necessary. It is not enough that the girls know the strokes but they must be able to paddle for a length of time steadily and without fatigue. If the route involves river paddling or rapids

proper methods for attacking these should be known. Discussion and practice in landing, packing canoes and carrying the packs over portages should be given. Whether or not older girls are to be allowed to carry canoes should be discussed, if not the reasons should be made clear; if so, proper methods for so doing should be learned. Skills of campcraft, pitching tents, building fires, cooking, making comfortable beds are also needed. None of these things need be formally taught in classes. By finding from the group going on the trip what skills they lack, they can be given individual help, often by other campers in the group; or a short trip of overnight can be taken to try out their abilities. In our own case we found the two days at the base camp before the trip gave good opportunity for learning by doing. All our meals at the base were cooked out-of-doors and the girls learned many arts of outdoor cooking during this time. Also from the base camp there was opportunity to paddle up the lake for the milk, to paddle to the postoffice and to go out with the guide or the counselor and practice navigating a canoe.

Nor should the learning of skill be a matter for the days of preparation only. The trip itself is the best opportunity for learning by doing. Several of our girls who could not paddle stern before the trip, came back as fair stern paddlers. This was due to the fact that after we made camp the girls went out with out of the counselors and were given help on stern methods and took their part as stern paddlers on calm days during the trip.

What will we wear? What will we take to eat? What other equipment will we need? These are also questions for the group to discuss. The answers which we found were satisfactory will be discussed in the second part of this article.

What practices of good camping should we know about? Articles such as F. A. MacDougall's "Camping Trips," the chapter on trips by Taylor Statten Jr. and Adele Ebbs in *Charting the Counselor's Course*, and the excellent articles by Barbara Ellen Joy as well as many other references should be on hand. Experienced people should be asked for their suggestions. The group in these ways will learn what the desirable practices are and *why* they are advisable. Knowing the reasons is even more important than knowing the practices. Good campers make an early start in the morning *because* there is usually less wind. *because* it is not so warm, *because* we want to use all the daylight. (Note that in this as well as in other practices the practice itself changes when the reason for it changes. That is, if there is heavy wind in the morning we do not make an early start; if it is a cold raw day we may wait until a later hour to set off.) We should stop not later than four o'clock *because* we then have time to make camp comfortably for the night, have a swim and have a well-prepared meal

without fatigue, *because* we are not dashing through the country to cover ground, but want time to stop and enjoy it, to go fishing and have stories around a fire. We should get sufficient sleep *because* we are using up considerable energy, *because* morale tends to be lowered in a fatigued group, *because* a trip is an opportunity to build health, not to lower it. We should leave the land better than we found it *because* we are enjoying a rich heritage of wonderful country which belongs to all the nation; *because* it is fun to work constructively on trails and campsites and *because* other people will enjoy trips fully if we leave the sites clean, attractive and comfortable. Fires should be built only in very safe places and thoroughly put out before leaving *because* of the tremendous danger to our natural resources and to human life.

What dangers may we meet on the trip and how can we prepare to deal with them? This too should be approached from the point of group discussion. The hazards of a trip are of two kinds, those presented by the environment such as bad weather, dangerous waterways; and those of the person himself, illness, cuts, bruises, etc. The group should consider what precautions must be taken and ask experts too for their advice. Most dangers of the environment can be avoided by simple forms of action, agreed on and conformed to. The canoes should keep together when travelling, they should be carefully loaded, they should follow the shores on large lakes, they should go to shore before an approaching storm. Any particular situation met on a trip which may be hazardous should be discussed by a group and ways of dealing with it safely be found. The group should accept the principles that in an emergency the counselors word is final.

To avoid dangers to the person, necessary care should be taken to avoid sunburn by wearing hats, to avoid cuts by wearing shoes on portages and at campsites, to avoid fatigue by sleep and good meals. Principles of practical first aid should be learned and arrangements made for using only safe drinking water planned.

THE TRIP

The trip itself should not present many difficulties because the problems have been foreseen and the group knows what is expected before it sets out. With a background of mutual understanding there is opportunity for freedom, for fun and adventure on the trip itself.

There are several things which we found were valuable to do on a trip. One was dividing up the various duties daily. We decided to draw names to allot these at first, two people to make each meal, two to wash dishes and to dispose of the garbage. We found that when one group was getting breakfast the others could be packing up; and that while two were washing the dishes another two were pack-

ing the lunch while the breakfast makers did their own packing. We took turns about each day to act as 'water boy' to see that chlorinated water was available; and as general checker to see that all belongings were taken from campsites, all packs across the portages, and fires thoroughly extinguished.

We varied the canoe crews daily so that everyone had the opportunity of paddling with different people. We gave every girl who was capable of it opportunity to paddle stern, but when we wanted to travel speedily we put our best paddlers in the stern and the group decided on the crews and their arrangement which would make for most effective progress. Planning in these ways developed efficiency on the trip and gave each of us (counselors and guide included) a chance to do the duties which must be done.

There are rainy days on trips; also very hot days. On glaring hot days we paddled in the early morning and rested at a shady campsite during the heat of the day. On rainy mornings we stayed camped and kept dry. Good campers do not let their food and blankets get wet. However we found that it may be necessary on some occasions to travel during fairly heavy rain. In this case the packs should be raised from the floor of the canoe by placing two poles lengthwise in the canoe and covering them with a tarpaulin or ground sheet. The packs too should be covered with a ground sheet. The campers should have real waterproof coats, not the thin pretty capes glamorous in the movies but worthless in real rain.

If a child is ill on a trip, stay camped. The others can go exploring or fishing and one counselor stay with the child. If she is seriously ill the guide and one counselor should paddle her to the nearest settlement or back to camp, the other counselor should remain with the group. Every trip that ventures far afield should have at least one guide and two responsible people in case of emergencies of these sorts.

On a trip there are always new situations offering challenging problems. On one trip we found a portage blocked by overgrowth and fallen trees. To get to our destination we had either to go by a different lake route covering 15 extra miles, or walk three miles to a town to get a truck to take us, or cut through the portage. After much discussion of the pros and cons of each possibility it was decided to cut the portage. We considered arrangements as to how this might best be done and decided to send some of the group on to begin the work while the others broke camp; we collected the tools available and carried through an unexpected job efficiently and with enjoyment that comes through tackling a real task.

There should be time on trips to do unexpected
(Continued on page 26)

SKIP JACKS

I FEEL that thanks and recognition for the Skip Jacks should be given to Miss Ruth Brown of Four Winds who first told me of them and then generously sent me the directions for their construction. Although we have changed and modified the plans to suit our use, the original idea was hers. Skip Jacks are small, light sailboats, easy to operate and excellent for teaching beginners the principles of sailing. They are loads of fun from the camper's standpoint and altogether most satisfactory from ours.

Only eight feet long and three feet wide with but one sail, they skip across the water—hence name Skip Jacks—when larger boats are becalmed. Children of eight and nine can use them safely. Built with a large air chamber, they are unsinkable and surprisingly steady. In fact, it is harder to turn them over than to right them, as many a beginner has discovered, for the first test required is to tip over and then right a Skip Jack. They are so light that one small camper can climb up on the off side and flip the sail into the air again, but to dump that sail first into the water takes much pulling and maneuvering. There is no cockpit, just a flat rubber covered deck and two can sail them or one alone. Usually a beginner accompanies a camper who knows the ropes and learns of winds and waves from the observer's seat, then takes over under the eye of the camper instructor.

We have found the Snipes and larger boats too heavy for young campers and just being crew is not nearly as much fun, nor as instructive, as sailing a boat alone. Hence the Skip Jacks are ever in demand. The mast and sail, the center board and rudder, are all removable and are placed in position each time a boat is used. The boats themselves are drawn up on the beach when not in use. A paddle is strapped to the side of each boat just in case the vagrant breeze decides to flit elsewhere or doesn't reach the water in the bay. I am not sure that these boats would be safe in large or wind-swept lakes but for fairly small and sheltered ones they are a joy. The older campers use them in the bay when it is too windy to take out the large boats and all ages race them on Sunday

By

Mary V. Farnum



mornings around the two-mile course. To watch a fleet of brightly colored Skip Jacks, with rainbow-colored sails flying along across a blue and silver lake, is to see one of the loveliest things that camp offers. They are like gay balloons as they dance over the water and as winged and free as the light clouds overhead. And if you think you can stay downhearted and sail one, you're a doorer man than I am, Gunga Din.

NOTE—Skip Jacks are now made commercially by the Larsen Boat Works, Little Falls, Minn.

Physical Examination Form for Campers

ONE of the contributions which the Camp Committee of the American Academy of Pediatrics wished to make was a form for the physical examination of campers which could be used, at least in a modified form, by the majority of camping organizations. The committee felt that a careful examination of campers would give one more opportunity to appraise physical health in youth and to make suggestions for its proper development. The world situation, with the tremendous demands upon the medical profession, makes the ideal plan impracticable at this time. It is felt, however, that interest in child health cannot be slackened; on the contrary, it should be accelerated. Certain details may be omitted but the essential and important procedures must be continued. A form based on this general conception is recommended as a suggestion for the physical examination of campers.

A few of the items need some explanatory comments. In the first place, it is understood that every child should be completely undressed when being examined. Many of the physical examinations for public school pupils are made with the child only

By

Warren R. Sisson, M.D.

partially undressed. Such examinations have very limited value.

The nutrition of the camper, as has been pointed out in a previous article on the subject, can vary considerable with the age and type of build. The terms adequate and inadequate are descriptive and record the examiner's general impression of the camper's fat, musculature, and general appearance.

The skin is a very important part of the body. Although the examiner notes the color, of special interest is the diagnosis of any infection which may be present. The presence of infection is also looked for in the eyes, ears, nose and throat. It has seemed wise to omit a description of the tonsils as a short examination confuses rather than assists in an accurate diagnosis, except when the tonsils are causing extreme obstruction.

Although the importance of teeth is not questioned, it seems doubtful whether the medical appraisal is of great value. For the present, it would seem best to make notation on the form, stating when the camper had his last dental check-up. If this has not been done within the last year, it should be listed as one of the medical needs.

The heart examination is only a part of an estimate of a patient's circulatory system. Murmurs are very common in childhood and are very frequently functional in type and have no significance. If a murmur is detected and is not functional, this should be carefully recorded. It is realized that the examiner can record only gross enlargement of the heart, but this is included.

(Continued on page 24)

CAMPER'S PHYSICAL EXAMINATION FORM

Name Sex Birth Date
 Parent or Guardian Address Phone
 History of Important Past Illness
 Menstrual History
 History of Allergic Conditions
 Past Contagious Diseases (Check those child has had): Diphtheria Chickenpox Mumps Measles Scarlet Fever Whooping Cough
 Has been immunized against: Diphtheria Smallpox Tetanus
 Other Has tetanus antitoxin been given?

PHYSICAL EXAMINATIONS	DATE	DATE	DATE
Age at Examination (years and months)			
Weight (pounds)			
Height (inches)			
Temperature (mouth)			
Additional or Interval History			
Nutrition (Good, Fair, Poor)			
Skin (Cuts or blisters, impetigo, scabies, nits, athlete's foot)			
Eyes, Ears, Nose, Mouth (Infection)			
Teeth (Date of last exam.)			
Heart (Enlargement, murmur)			
Hernia			
Other Findings			
General Estimate of Health (Optimal, below expected)			

"I Wanna Go Home"

By

S. Theodore Woal

THE council fire danced against the trees, as the Taolon tribe assembled to welcome the new Braves. The strains of "Hail Brave Warrior" could be heard above the crackling fire logs. The bull-frogs and crickets joined the chanters in their greeting, and the fireflies flashed approval. Overhead strong Hercules and beautiful Casseopia nodded salutations. Suddenly, out of nowhere—four words—strange words at a camp—ominous words, "*I wanna go home*".

This "wanna-go-home" feeling, is called homesickness. Have you ever asked yourself why campers get homesick? Why, in the midst of the natural beauty of camp, an atmosphere replete with everything that is truly American, swimming, boating, tennis, baseball, theatricals, should some campers "wanna go home"?

Some of the conditions that result in a "wanna-go-home" reaction in the camper are:

1. The absence of the person or persons the camper normally leans on—the parent, guardian, city chum—absence of pets, and the strangeness of new surroundings.
2. The child being sent to camp against his own desire.
3. Physical disturbances, such as colds, indigestion, ivy poison, etc.
4. A "nobody-cares-about-me" feeling.
5. Too many visits or telephone calls from home.
6. Timidity—just can't make friends at camp.
7. Inadequate camping materials (clothes, camera, etc.)
8. Apparent inability to develop camp skills and get into the swing of camp life.
9. Reaction to sharing responsibilities and duties in camp.
10. Bull-doing by other campers or counselors.

Underlying these situations causal to homesickness is fear; a fear which is the outgrowth of the loss of security enjoyed by the camper in his home environment. Thus, it becomes one of the counselor's basic tasks to bridge the gap between the home and camp environment, to instill in the camper a feeling "of belonging" from the first moment at camp. Here are some methods and techniques that have proven successful:

Meet the new camper immediately upon his arrival at camp. Tell him you're glad to see him and to have him in your cabin. Introduce him to the other boys, casually mentioning their nicknames. Get the old

campers to help him with his luggage, to help him unpack and get settled.

Have a heart-to-heart talk with him. Be informal, unobtrusive, friendly. Respect his thoughts and feelings. Be understanding, sympathetic, and enthusiastic. Ask him about himself, his interests, his hobbies, what he enjoys doing, what he wants to do at camp. Do everything to make him feel he is one of the gang. He is probably just the fellow the bunk needs for shortstop on the baseball team or perhaps as pitcher or first baseman. He may have a good camera the other boys would like to see.

Tell him about the camp activities, show him the arts and crafts projects, the swimming pool, and other places of interest. Have Johnnie show him the Indian belt he made, and Billie his birdhouse. Stimulate and motivate him by positive suggestions, faith, cooperation and commendation.

Give him responsibility commensurate with his ability. Have him undertake chores within the range of his capabilities, tasks that result in successful achievement and build confidence and happiness. Keep a constant check on him.

Strange as it may seem, parents want their children to stay at camp, yet do many things that make them homesick. There are parents who visit camp too frequently, and those that telephone too often and ask such questions as "Are you homesick"? Ask parents to restrict their visits to regular visiting days, and refrain from telephoning. Suggest to them the kind of letters to write and the significance of weaning the child away from complete parental dependence. Give them the feeling that you can handle the situation.

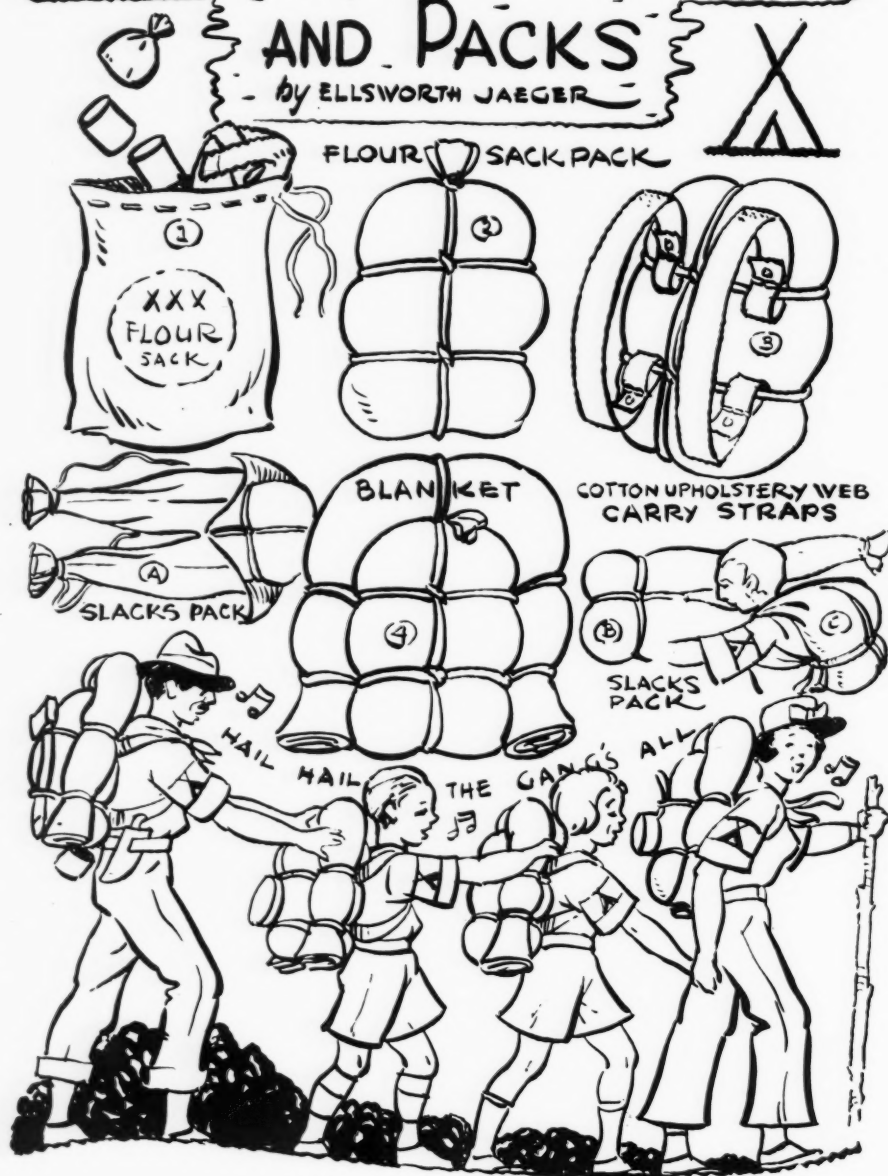
This procedure will usually prevent homesickness. However, should the "wanna-go-home" feeling develop, the first task is to determine the cause. Knowing the cause, a cure can be effected. Talk with the camper. Get him to tell you why he is homesick. Just talking about it may change his mind, and it certainly will give you the information necessary to help him overcome the desire to go home. Look for physical symptoms. Never ridicule the camper for

(Continued on page 26)

EVACUEE CAMPER CLOTHES

AND PACKS

by ELLSWORTH JAEGER



EDITOR'S NOTE.—Under the leadership of Ellsworth Jaeger. The Buffalo Museum of Science is conducting a course for evacuee campers. The Camping Magazine is happy to present four sections of the course in this issue.

TWO CONSIDERATIONS. Folks who plan to follow outdoor trails should consider: (1) the kind of clothes to wear; (2) the kind of packs and equipment to carry. Economy of cost and of weight of necessities are a primary consideration in making up the pack. A full-grown man can carry 50 or 60 pounds; a woman or adolescent boy, 25 pounds; a girl, 10 pounds. Thus, in making up family packs, the weight will depend upon the carrier.

Clothes. Outdoor clothing should be of wool and

include such items as shirts, slacks, shorts or breeches, socks or stockings, sweater or windbreaker, low-heeled walking shoes (broken in), raincoat or poncho which can be used as a ground sheet, and bathing suit.

Bed Sack. An individual bed sack that can be stuffed with leaves or hay, as well as two light woolen blankets, should be included in each pack.

Pack Sacks. The illustration shows two types of simple pack sacks. The flour-sack pack is made of an ordinary cloth flour bag with tie strings at the top (1). After the bag has been filled (2), it is bound tightly together with rope, the horizontal bindings being slipped through the upholstery-web carrying straps (3). The web straps should be measured so that the pack will fit the carrier. Carrying straps too large or too small make for difficulties. The loops are riveted if possible and stitched with heavy waxed twine. The flour bag can be made more or less water-proof by rubbing it all over with a piece of paraffin and then ironing it with a hot iron.

Slacks packs are made with a pair of slacks. The bundle pack is placed inside the upper waist band of the slacks, and the legs are bound with

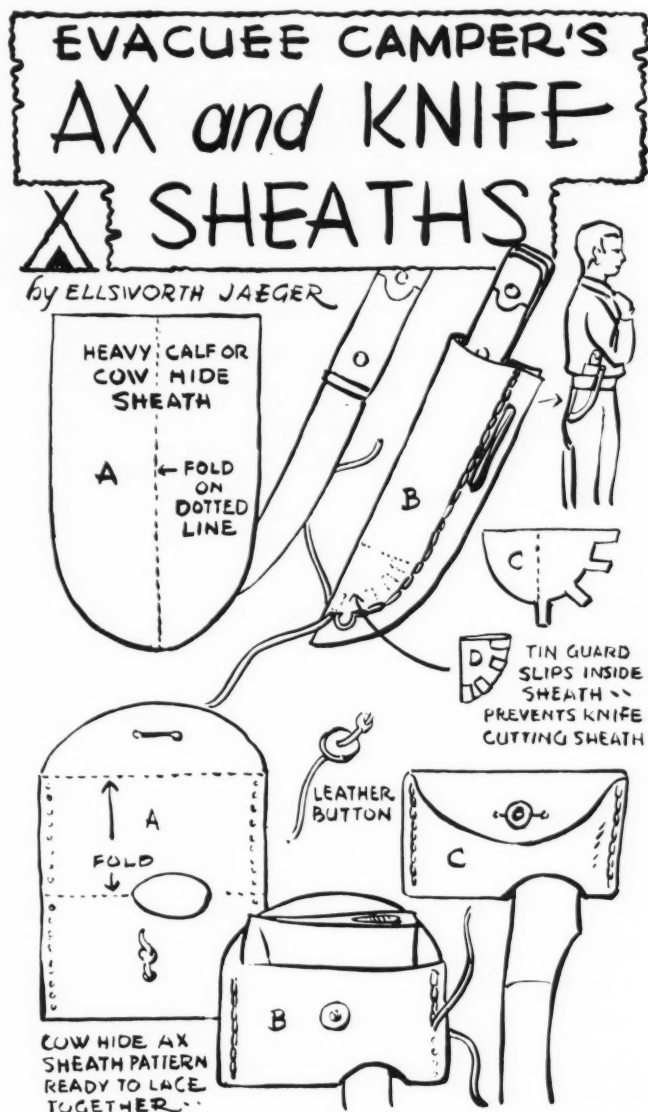
the ropes (A). Then the whole is bound around and under the crotch with rope (B). The legs form the carrying straps and are brought over the shoulders, under the arms, and tied to the rope around the pack (C).

Figure 4 of the flour-sack pack shows how the blanket roll is tied over either pack sack.

Equipment. The family packs should include: a sharp ax and knife, file, whetstone, trowel, twine and rope, simple first-aid kit, sewing kit with blanket pins, waterproofed matches, toilet kit, soap, towel, frying pan, pails that nest into each other, coffee pot, salt and pepper containers, can opener, knives, forks, spoons, plates, cups, cheese cloth for protection

against insects, and insect dope.

Matches can be waterproofed by dipping small bundles of them into thin shellac or pouring paraffin into a box of matches. A 12- and a 14-gauge shot shell will make a waterproof match box.



THE two most important fundamental outdoor tools are the knife and the ax. Equipped with these, a Woods Indian can make everything he needs for a comfortable life in the wilderness.

If you do not possess a sheath knife or a camp ax, go to kitchen for the butcher knife and to the woodshed for the old wood ax. Both knife and ax should have a keen edge.

Sheaths. To protect yourself and the edge of these tools, sheaths should be made. The patterns for both types are shown in the illustration and are made of heavy calfskin, cowhide, or heavy canvas. The pattern for the knife sheath is one that was common among the Plains Indians in the days of Buffalo Bill.

Knife Sheath. Cut out the symmetrical pattern as

shown in (A) folding it on the dotted line. It should be stitched or laced as in (B) so that the knife will easily slip into it. A guard to prevent the knife from cutting through the sheath is made of tin as in (C) and fastened together as in (D). A slit is made in the sheath for the belt of the wearer to be drawn through, and the sheath is worn as shown in the drawing of the human figure.

Ax Sheath. An ax sheath is equally important for a keen blade is dangerous to have lying about, and the edge is soon nicked if unprotected. Figure (A) shows a simple ax sheath pattern. The sheath is folded on the dotted lines, a hole being cut large enough for the ax handle to slip through. A slit is cut into the flap so it can be buttoned down upon the side of the sheath with a leather button. Be sure to make the sheath a bit larger than the ax so that it can slip in and out of the sheath easily.

Both knife and ax sheath are laced up with waxed cord. If they are made of leather the sheaths should be rubbed with wax or neat's-foot oil to protect them from the weather. If they are made of canvas, paraffin can be rubbed into them and then they can be ironed with a hot iron.

Two-fold Objective. Since it is good for folks to do things with their hands during times of mental stress, we are really accomplishing a two-fold objective in making these sheaths. We are adding to our camping-out equipment, and we are making medicine for our nerves as well.

EVACUEE CAMPER BOOKS

GENERAL

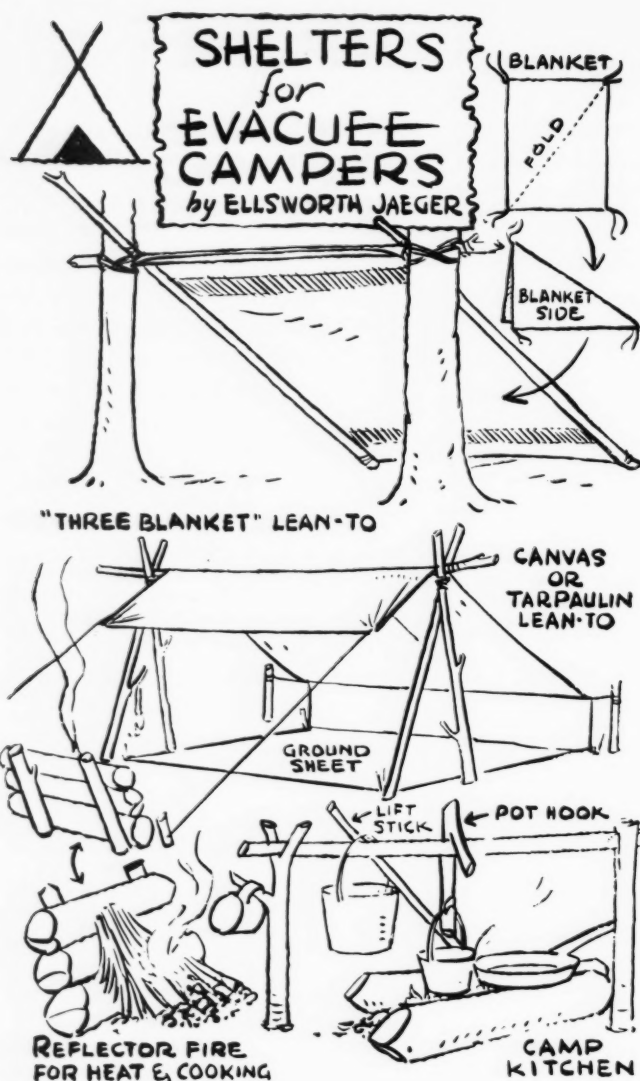
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ONE of the first concerns of an evacuee camper is shelter for himself and family. If buildings, cabins, or tents are not available, the camper must provide a shelter of his own making.

Division of Equipment and Labor.—Evacuee campers are advised to form units of three or four when camping out. In this way supplies and equipment can be divided among the group, thus eliminating duplication of equipment and making packs lighter. Then, too, a snug lean-to can be made for a group of this kind with three blankets, one being contributed by each member.

Three-blanket Lean-to. Note the illustration of the three-blanket lean-to. Two trees, some distance apart, can serve as the uprights for this lean-to. A cross-pole is tied to the trees, and two more sapling poles are placed slantingly on the crosspole. These act as a frame on which the roof blanket is stretched.

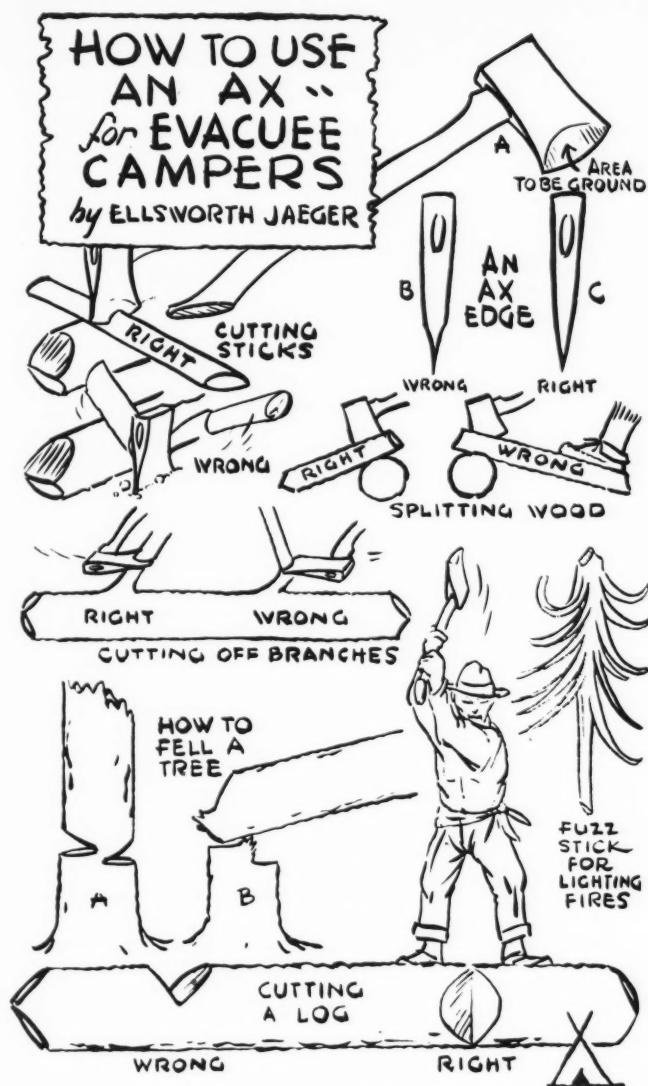
It is a good idea to have reinforced tapes at the four corners of the blankets. With these the blankets are fastened to the lean-to. The sides of the shelter are made by folding the remaining two blankets diagonally, one being fastened on each side of the lean-to. Be sure that the blankets are stretched tightly; otherwise they will not shed rain.

Canvas Lean-to. Another type of lean-to may be made from canvas hay-covers or tarpaulins (see illustration). This is more elaborate than the simple blanket lean-to, part of it forming a ground sheet which protects the camper and his equipment from the dampness of the ground. When trees are not convenient for uprights, two poles may be lashed together at each side for the crosspole to rest upon. You will note that in this type of lean-to the canvas roof projects over the crosspole, forming an awning which protects somewhat, from rain coming in that direction. Two ropes help to keep the lean-to taut. To raise the roof higher at the back, a rope with two stakes is stretched inside the canvas cover. Sides can be made by folding squares of canvas or blankets diagonally as in the blanket shelter.

Heat for the Lean-to Camp. To heat an open lean-to camp of this type a reflector fire is necessary. Backlogs are placed, one top of the other, resting upon two stout slanting stakes driven into the ground. The fire is built up against these backlogs which serve to reflect the heat of the fire into the shelter. The slanting shelter roof in turn reflects the warmth downward upon the inmates. The reflector fire should be placed as close as possible to the lean-to without endangering the blankets or canvas.

Camp Kitchen. A camp kitchen for cooking can be built of two logs, forming a "V" shape. This serves as a grate upon which frying pans and larger kettles can rest. The fire is built between the logs. A camp crane can be added, as shown in the camp kitchen illustration, from which pails and kettles are suspended by pothooks. It is always a good idea to have a "lift stick" handy with which to lift hot kettles from the fire.

With the shelter and the camp kitchen built, the evacuee camper is well on his way toward making himself and his group comfortable in the open.



WHAT kind of an Ax? One of the most important tools or instruments the evacuee camper has in his kit is the ax. When selecting an ax be sure that you get the best steel you can. The model or type of ax is up to the camper. In pioneer days each community blacksmith designed his own peculiar style, and even today we have the Maine, Kentucky, Michigan, and other types. However, we do not suggest that you go out and buy an ax in these trying times. Instead look up the old wood ax.

Grinding the Ax. Be sure that the ax has a good edge. (A) shows the ax and the area to be ground. In sharpening the ax be sure that you do not thin out the blade as in (B). Once an ax has been properly ground it will never need grinding again.

Sharpening the Ax. Use a file to sharpen your ax when it needs it. Always push the file away from the blade, keeping the ax wet with water. File both edges evenly with the coarse section of the file, and then go over it again with the finer side. Hone the ax with your whetstone, moving it in a circular motion. Do

this on both sides of the ax moist with water. Filing needs to be done every few days, but use the whetstone each time the ax is used. Keep your ax sharp and in its sheath or stuck in a stump of log when not in use.

Keek Handle Tight. Be sure the helve (handle) of your ax is tightly wedged. Loose helves are dangerous. An ax handle may be tightened securely by driving in a long evenly tapered wedge of hard wood as far as possible. Wooden wedges are better than metal.

How to Chop. In chopping remember that it is the weight of the ax that chops and not the force of the swing. Too much force behind a blow destroys your aim. The best chopping is a rythmical swing. Do not use violence. Before attempting to use an ax all branches, vines, etc. should be cleared away. An ax deflected by such debris is very dangerous.

How to Chop a Tree. When a tree begins to fall, never stand behind but rather to one side. Logs should be cut through from the side as shown in the illustration since the log may be too heavy to roll over. The notch should be cut as wide as the log itself. In lopping off branches be sure to cut from the bast of the log on the underside of the branches. Chopping into a crotch merely rips off the branch and bark too and usually a second cut is necessary.

How to Chop a Stick. When cutting up sticks, lay them on a log, and be sure the ax hits slantingly where the stick rests solidly upon the log. If the ax strikes where the stick does not rest upon the log, one part of the stick may fly up and hit the chopper, or the ax may bury itself in the ground and spoil the edge on the ax.

How to Split Sticks. When splitting be sure to lean the stick on the far side of the log, and split it as shown in the drawing. Do not place it on the near side and hold it in position with your foot. This is most dangerous for your toes.

Knives. The knife suggested for evacuee camping is the sheath knife. If you do not own one, take the kitchen butcher knife that has the best steel, and make a sheath for it. A sheath knife is an all-purpose knife and can be used for cutting up meats as well as for almost any need that may arise in camp.

Sharpening the Knife. Every evacuee camper should have in his pack a small oil stone that has a fine and a coarse side. When sharpening a knife, hold the blade at a slight angle of about 18 degrees to the coarse side of the stone, and push the blade foremost away from you, applying pressure at the same time. Alternate a few strokes on each side of the blade until a fine wire edge appears. Then turn the stone over to the fine side, and continue, decreasing the pressure as the blade is sharpened.

Kinds of Fire Wood. There is quite a difference
(Continued on page 25)

Setting Up a Steak Barbecue

By

A PORTERHOUSE steak barbecue for the whole camp will be remembered as one of the season's highlights. The menu is usually established by tradition: steak, buns, barbecue sauce; salad—carrots, cucumbers, lettuce, cabbage, tomatoes—french dressing; watermelon; iced tea and/or punch.

The initial organization of this *all-camp project* will greatly determine its success. Necessary committees made up of experienced counselors and campers as well as several younger, able-bodied and willing campers who will learn quickly and become responsible leaders in other years are: fire, food preparation, equipment, steak cookers, steak carvers and servers, clean-up, guests and visitors.

Specific committee organization and duties are as follows:

1. Fire.

A rock-lined pit 6 feet by 4 feet and 2 feet deep is a permanent barbecue fireplace in our camp. It is located in a space where there is plenty of room for serving tables, campers to sit, guests to be comfortable, and no danger of crowding around the fire.

A fire with a preponderance of hard, long-burning wood is built four to five hours in advance so that at the appointed time there is a deep bed of hot coals. Two pieces of lead pipe 6 feet long placed over the pit keep the grate of gravel screening on which the steaks are placed from direct contact with the coals.

Additional pieces of equipment needed at the fire are two pails of water to extinguish spreading flames or sparks and two rakes to remove the hot grating when coals need to be stirred.

It is up to the fire committee to build, watch, and feed the fire, rope off the "danger area" and supply the above mentioned equipment.

2. Food Preparation.

Since a barbecue of this sort allows the regular kitchen staff a day off, the entire menu is prepared by the campers under the guidance and with the assistance of the counselors. Two or three girls prepare the salad. Two others cut and butter the buns prior to serving—buns cut part way through, leaving a hinge on one side, really *bold* a piece of barbecued

Jeanne Bassett, Vita Rauch, Lois Sills, Nancy Morehouse, and

Marjorie Hartenbower

Counsellors and Campers,
The Joy Camps

steak. Tea and punch are made by two campers who are assisted by a counselor.

This committee is responsible for getting the food to the barbecue grounds. The salad is covered with a clean cloth until served, the barbecue sauce is served hot out-ofdoors by being

placed in a double boiler having hot water in the bottom. Seasonings, salt, pepper, sugar and lemons must be supplied. Butter is melted in a can placed at the edge of the pit and as the steak is taken from the fire it is placed in shallow serving pans and allowed to simmer at one end of the grate in the melted butter before serving. Watermelons are kept on ice until time to be served.

3. Equipment.

The committee on equipment lists the necessary utensils and each member of the committee is responsible for getting certain items to the barbecue grounds. For this menu, the following special equipment is essential:

Serving table (papers to cover); 6 long-handled forks for steak cookers; 4 large serving pans for cooked steak; meat-carving boards; large spoon for salad; 3 long-handled ladles for punch, tea and water; ladle for barbecue sauce; large forks and sharp knives for cutting steaks and watermelons; napkins; 3 bushel baskets lined with paper—for waste and bones; wheelbarrow in which the articles are brought to the site.

4. Steak Cookers and Carriers

The members of this committee wear blue jeans, long-sleeved shirts, cotton gloves, and carry bandanas. Working in shifts, from two to six counselors and campers are needed, with four additional campers to serve as "carriers." The "carriers" keep the servers supplied with hot steaks.

5. Steak Carvers and Servers

The steak is carved by experienced counselors and campers, while campers are well able to serve the salad, punch, sauce and tea. Watermelon sliced by a counselor, is quickly served to a long line of campers.

(Continued on page 23)

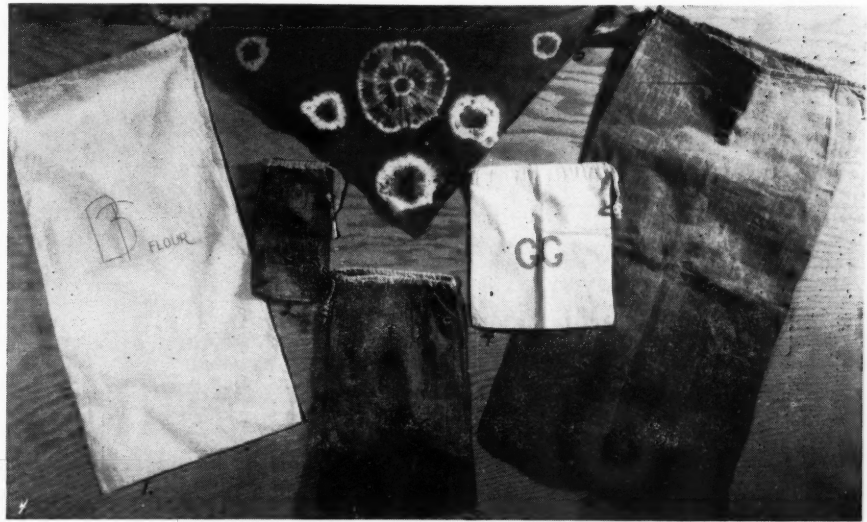
Homemade Bags for Camping Trips

Food Bags

Ditty Bags

Duffel Bags

and an All-Purpose Scarf



Why buy them when we can make them?

BAGS, bags, bags—all sizes and shapes. They are made right in camp, each to fit its own particular article, to insure its protection and ease in transportation.

What is more irritating than to open the food pack and find the sack of sugar bursted or the flour sack punctured? Or to fumble around in a pack full of clothing and whatnots for a tube of tooth paste which has sifted to the very bottom? Or to open the blanket roll for one's comb only to find that it dropped out somewhere along the trail?

Bags are the camper's means of hauling baggage. Inside his big bag are many smaller bags. Little items are thus kept organized and prevented from scattering. Food is protected and kept dry. Black pots are prevented from blacking up everything else. And the camper knows just where to find everything for the contents of each bag is lettered on it.

To buy food bags is expensive, and unnecessary. They are easily made from unbleached cotton, except for the big duffel-bag to the right of the picture which is of heavy canvas.

Number 1, to the left of the picture, is a flour bag. Made 15 by 29 inches in size, it will hold a 24½-pound bag of flour.

Number 2 is 6 by 10 inches and holds a 4-pound bag of salt.

Number 3 is 11 by 16 inches and holds a 10-pound bag of sugar. (At least it did last year.)

Number 4 is 10 by 11 inches. This "Ditty Bag" is made by each camper for her personal toilet articles. This will prevent the general strewing around of tooth brushes, paste tubes, combs, etc., that always seem to slip out of even the best-packed blanket-rolls

By

Eugenia Parker

and duffels. Each camper designs her monogram or simply paints initials in color on the bag. Her design appears on each of her own belongings; paddle, duffel-bag, mess-kit cover, and each dish therein.

Number 5 is 18 x 32 inches, a duffel-bag for tin cans, paper goods or kitchen dishes. Being waterproof, it is also excellent to hold the sugar and flour bags. This is made from heavy, waterproof, canvas tent material.

The seams in all the bags are double stitched as in flat waterproof tent seams or, in the smaller bags, with the french seam. At the top of each bag is a wide hem for a draw-string. The bag is long enough so that when the draw-string is pulled it may be wound around the top for a few twists and fastened with a half-hitch. This also serves as a handle.

Number 6. This triangle scarf serves a variety of purposes. Different "tie-dyed" designs are made by the use of clothes pins, buttons etc. which are tied into unbleached cotton. These are then dyed in the camp colors. It makes a very gay scarf for hair or neck. With the Red Cross now using the triangular bandage for first-aid work it is fitting that each camper be supplied with one and it might as well be attractive as well as useful.

Making these bags and scarfs is a more useful and meaningful craft than many now thriving in camps. It ties in with real camping and leads to better tripping.

Can Girls Whittle?

THE first answer to that can be put in true Yankee fashion. Do they ever try to whittle? Now we'll answer both of these questions at once. They CAN whittle if they try, and they do not have to try so very hard. From personal experience I find that girls can whittle every bit as good as boys, and once they find out that they can, they become more enthused over it than the boys do.

First of all, we find very few girls who carry or even own a pocket knife. They have no use for one unless they go in for whittling. Ask any group of boys who are not prepared for whittling, and you will find that not one in five will have a knife and the one that has one will most likely have it as dull as a hoe. No one expects a girl to carry a jack-knife unless she has use for one. A knife measuring three inches when closed is about right for the girl and it should have a large and a small blade. Such a knife can be bought for from fifty cents to one dollar and fifty cents. The next thing is a whetstone or an oil stone for sharpening. Usually the counselor or the camp furnishes the stone, and it goes without saying that a sharp blade is very important. In fact, you can't whittle or even scrape with a dull knife.

But getting back to the original subject as to whether girls can whittle. One naturally thinks that a girl's hands are weaker than a boy's. Probably they are not as tough as a boy's hands but they are just as strong. And anyone, be it girl, boy, or man, will find whittling tiring at first and blisters will also form if one is not careful. But by taking it easy in the beginning, hands gradually become calloused or toughened, and by that time the muscles that are brought into play do not tire so easily.

Now, what is there for a girl to whittle? I have found kachina dolls an interesting project for beginners, inasmuch as they can later be painted and decorated with feathers, making very attractive ornaments for the home. Or if a girl is ambitious, she can make a whole set of them, which can be placed in a dancing group. Kachina dolls are made by the Hopi Pueblo Indians and they represent the real dancers in

By

W. Ben Hunt

their different ceremonials. A detailed description of how to go about whittling them is shown in *Indian and Camp Handicraft* by the author. A trip to the library will help one to choose the types of kachina to be used for the various dances. Miniature Kachina dolls can also be whittled to pin on one's coat or to fasten to a zipper pull. These should be about an inch and a half high, and in the case of the zipper pull, can be painted to match the particular dress it is to be used for. This same motive can also be used for neckerchief slides and to decorate the head of a hiking staff. Of course there are any number of other ideas that can be used for coat ornaments and neckerchief slides. At camp they can be whittled from sections of bass, poplar or willow branches, or of nice white pine or poplar wood which can be obtained at a millwork or lumber company.

Speaking of hiking staffs brings to mind artistic effects that can be done with bark carving. This is simply cutting away certain sections of the bark down to the white wood. Spirals, rings, initials, faces, symbols, and any other thing one desires can be cut into a staff in this manner. A four- or five-foot staff measuring an inch or so at the butt end (which would be the top of a staff) gives one a lot of room for bark whittling. A coat of clear varnish or lacquer applied after the staff has dried will help to keep the bark that is left on from being scuffed up and loosened.

Then there are such things as wooden belt units and odd-shaped wooden buttons that can be whittled in leisure moments, and paper knives made of odd-shaped pieces of wood found in the woods. A little whittling here and there can sometimes do wonders. All in all, there are so many useful little things a girl can whittle that I often wonder why they don't go in for that popular pastime more than they do.

WAR HAZARDS TO CAMPS== YOUR QUESTIONS ANSWERED

By Major General L. D. Gasser

U. S. Army Chief, Protection Branch

HERE are Major General L. D. Gasser's answers to a series of forthright questions by camp directors, assembled and presented to him under the leadership of the Girl Scouts, Inc.

1. "When a camp is near a defense plant or located on the shore near a shipyard, who decides whether that camp should be operated this year?"

ANSWER—"Unless an area has been designated as a Theater of Operations or a Defense Command, I do not know of any present existing authority to prescribe where summer camps shall be located or how they shall be operated. We suggest you obtain advice from the State Defense Council or the Local Defense Council in the Neighborhood of the camp."

2. "What is a safe distance for a camp from a locality of war production industries such as oil tanks, explosives, etc.?"

ANSWER—"In the main, it is considered desirable that camps should be located at least two or three miles from war production industries, oil tanks, air bases, etc."

3. "What would you recommend be done at camp in case an air raid should occur in or near the camp?"

- Have the children housed during a raid in shelters or buildings?
- Get them into the woods?
- Or what?"

ANSWER—"It is not possible to give a general answer to this question or to its three subdivisions. Specific action should be taken in accordance with surrounding conditions. If the camp is near the woods and there is sufficient warning, it would be well to disperse the children in the woods. There might be danger that the camp personnel, moving in semi-military formation, might be mistaken for military units. It might be preferable for the children to remain in camp, should there be a strong, centrally located room which could serve as a sheltered room. If the children go into the woods, they should go to a well protected spot, under monitors' care, or utilize shallow trenches or ditches to shelter themselves."

4. "What type of camp building would be safe for housing campers in an air raid?"

ANSWER—"It is doubtful that camp buildings are of such construction that they would afford much safety from demolition bombs. If the buildings are particularly vulnerable to incendiary bombs because of their construction, precautions should be taken for the dispersal of the children from such buildings."

5. "Would it be wise to suggest or recommend that the roofs of buildings, or other glaring objects in camp, be painted?"

ANSWER—"I do not believe that large-scale measures of camouflage or protective concealment are necessary for camps. These usually betray their presence from the air by footpaths, playground patterns, etc. The painting of roofs or other glaring objects such as water tanks, a dull or neutral color might be a wise measure, in comparatively open localities."

6. "Would you recommend that more fire-fighting equipment be available in camps?"

- What kind of fire-fighting equipment? ----
- Is there a chemical fire extinguisher which they consider better than any other?
- Should there be more frequent instruction in the use of fire-fighting equipment?

ANSWER—"Doubtless, most camps have fire-fighting equipment to meet the ordinary fire hazard. Such equipment should be augmented by a supply of water in containers and sand in convenient containers, together with shovels and hoes."

"Specifications are being prepared by the Office of Civilian Defense and the War Production Board for the manufacture of an inexpensive stirrup pump, which will be available in areas which may possibly be subjected to air raid attacks. I am enclosing a pamphlet, containing information on fighting fire bombs, which should be helpful to you. Camp directors, counselors, or older girls should be trained to do this work." (Name of pamphlet, "Handbook for Auxiliary Firemen," U. S. Government Printing Office, 1942, 16-25741-1).

7. "Should fire drills be carried out in camp more frequently than heretofore?"

ANSWER—"It is believed that fire drills are helpful, not only for protection from fires, but as a discipline."
(Continued on page 27)

AN OPEN LETTER ON PRIORITIES

to the Editor of the Camping Magazine

Eaglebrook School
Deerfield, Mass.
May 18, 1942

Mr. Bernard S. Mason
The Camping Magazine
Cincinnati, Ohio.
Dear Mr. Mason:

As you know, I was asked by the Board of Directors of the American Camping Association to act as its representative before the War Production Board on the matter of priorities. The purpose of this letter to you is three-fold:

- (1) To report to you the efforts that have been made to secure for camping official recognition of its role in the Victory Effort such that camps could secure materials and services necessary for their effective functioning.
- (2) To acquaint you with the specific approach that has been used to demonstrate to the government the significance of camping to present and future national welfare.
- (3) To suggest one way by which a concerted effort of camping people might achieve results that we earnestly hope for but that have not as yet been achieved.

In the name of the Association, I have approached various individuals and agencies within the WPB over the past three months. The details of this effort are not important, but the net result is disappointing. The government does not see fit to extend to camps at this time the privilege of using even the lowest official priority rating, that of A-10. This rating provides merely for maintenance and repair, and does not carry sufficient power to threaten the military or vital industrial availability of any strategic or necessary materials. Were camps considered educational in character, the A-10 would apply. But camping has not yet won its case on this point—at least in the minds of government officials. Certain camps do enjoy the A-10 rating, not because of their educational nature but because they are eleemosynary.

Should an individual camp director need any item covered by WPB limitation, he may fill out a form known as PD-1A which may be obtained either from the Division of Industry Operations, Washington, D.C. or from the Priorities Field Service Office in his district. There are some 43 such offices including offices in Baltimore, Boston, Buffalo, Chicago, Detroit, Dallas, Kansas City, Los Angeles, Milwaukee, New York, Philadelphia, St. Louis, San Francisco and

other cities. The PD-1A form is not handled through a field office, however, but must be sent to the Division of Priorities at the above address in Washington where it is passed upon and sent to the supplier named on the application. So specific and consistent have been the responses from every WPB source that I have approached on this point, that at the time of this writing small hope can be held out that there will be a more favorable arrangement for camps before the beginning of the current camp season. For 1942 we will simply have to hunt around for second-hand materials, make things work that would previously have been discarded, or do without.

For camps that depend upon chartered bus transportation, I quote from a letter recently received from Mr. A. W. Koehler, Secretary of the National Association of Motor Bus Operators: "Charter transportation shall be available, under appropriate conditions, for the necessary transportation of underprivileged children, such as movement to and from the nearest rail head." There is no provision for private camps. The government will restrict long-haul movements even of underprivileged children where such movements could be handled by train.

The procurement of sugar, tires and gasoline for camps has apparently no machinery outside of local rationing boards. Wholesalers have been instructed to sell one-half of the sugar used by a given camp in 1941, upon receipt of certificate from the local rationing board in the town where the camp is located. The director makes application to the local board declaring his consumption in 1941 and receives permission to secure one-half of the declared amount. This arrangement is made in lieu of individual certificates from the children because of the necessity of getting supplies to camp before campers' cards may have been received. It will be necessary, however, for camps to secure their campers' cards from their parents.

Judging from the difficulty encountered in the matter of other priority regulations, it is doubtful whether camps will be able to prevail upon their local boards to allow procurement of tires. I have no information that might indicate what camps might reasonably hope for in this regard.

The gasoline problem in the East will probably not seriously curtail necessary camp transportation. An informal survey that I have made among New England directors indicates that camps will get the gasoline that they actually need, at least on the pre-

July first plan. No information is as yet available concerning the permanent policy after July first as of the present writing.

Regarding the second purpose of this letter, I may say that the case for camping has been presented to the WPB on the following considerations:

- a. We are fighting this war to insure the safety and continued existence of the free way of life.
- b. Our children are not only our richest possession but the persons for whom we cherish the continued existence of freedom.
- c. With full appreciation for the military urgency of the present days, it would be foolishly short-sighted for us to forget that our younger citizens, for whom we are fighting, need not only to be defended but to be cared for. A growing plant needs not only protection from bugs and weeds, but it requires nourishment and cultivation. It is fatal to sacrifice the latter for the former.
- d. Distressing as is war to adults, it is more distressing to children, whose immaturity so ill-equips them for its ravages. This is true whatever the proximity of the actual fighting.
- e. It will pay handsome dividends in national health and inner security if children are provided with every facility for living realistically normal lives during the war. We have only to consider the official attitude toward youth in Germany over the past ten years to appreciate the effect on a nation's history that a government can have by the interest that it takes in its younger citizens.
- f. The efficiency of adults who carry the main burden of the war effort will profit by the knowledge that their children are receiving the best training that wartime conditions can afford.

The future needs and possible contributions of camping are such that a concerted effort should be made by camp directors to gain official recognition for their work. Individuals making unorganized appeals cannot gain the attention of government officials who are absorbed with materials, labor, financing and military strategy. But it is the citizens' duty in a democracy to make their needs known and to gain attention for them. Especially important is this attention for an enterprise that is as fraught with patriotic potentialities as is organized camping.

I believe that we should bend every effort toward securing an A-10 Priority rating for camps as educational institutions. Those of us in camping are fully convinced that camps are doing an educational job. It is high time that this conviction was shared by those outside of camping, particularly persons in government. The development of citizens is fully as educational as the development of scholars.

To this end, may I respectfully urge that the readers of this letter to you sit down at once and write

to certain persons who influence governmental policy. Such letters should contain thoughtful arguments for what camps are doing for American children. It should be pointed out, particularly to WPB officials that the individual DP-1A forms are inefficient both for camps and the government for not only do they involve delay, but they throw on the Washington office a burden that the Field Offices were set up to lessen. Another year, the Washington office might be deluged with thousands of individual applications coming from thousands of camps that would be more simply and directly handled through a Field Office or between the suppliers and the camps themselves.

Persons to whom these letters should be addressed are:

Mr. Leon Henderson, Division of Civilian Supply, War Production Board, Washington, D. C.

Mr. D. C. Gallagher, Chief of Maintenance and Repair Branch, Division of Industry Operations, Washington, D. C.

Mr. John W. Studebaker, U. S. Office of Education, Washington, D. C.

Miss Katherine Lenrott, Childrens Bureau, U. S. Department of Labor, Washington, D. C.

Your Congressman, Senator, and the director of the Priorities Field Service Office in your district.

The timing of these appeals is important, and letters should go out within three days after the receipt of this communication to you. Even at this busy time, we have no more important obligation. For rugged as has been the individualism of the camp director in the past, sheer self-reliance will not secure for camps many of the things that are vital for the maintenance of camps. We are the custodians of a most important agency for preserving and improving our American way of life.

Sincerely yours,
FREDERICK H. LEWIS

CAMPERS MUST BRING WAR RATION BOOKS TO CAMP

In answer to a letter from the Editor of THE CAMPING MAGAZINE, the Office of Price Administration states that if a camp is registered as an institutional user of sugar, those children who eat 12 meals or more per week at the camp should turn their War Ration Books over to the camp director. When a child leaves the camp, the director must detach stamps for the ration periods which have expired, and return the Book to the child. The director may not use these stamps to purchase sugar, but must return them to the local War Price and Rationing Board for cancellation.

Charter Bus Service for Camps Assured

By

WILLARD L. NASH

Chairman, Committee on Transportation of Children to Summer Camps

A few weeks ago camp directors, when approaching bus operators about their annual contract for transporting children this summer, were told that chartered trips could not be taken. The bus operators were merely following the orders of their government. When a committee of the N. Y. Section discussed this problem it seemed to them to be Nationwide and to need a hearing in Washington . . . So we phoned to the Chicago office of the A. C. A. to see if our local committee should serve the interests of the national organization. With this authorization granted we framed a letter to Mr. Leon Henderson.

We also contacted all National Camp Agencies in the N. Y. area and many of the Council of Social Agencies of the large cities. We asked them for factual material, stating number of camps and children and specific instances of difficulties in transportation. We then met in Washington on May 6th. . . . We were successful in getting brief discussions with Mrs. Roosevelt and Mr. McNutt, telephone conversations with Mr. McCloskey and the Children's Bureau. The Office of Defense Transportation gave our committee well over an hour in thorough presentation of our case.

The committee is glad to be able to announce that an order has been released from the Office of Transportation Management which will relieve greatly the urgent situation in regard to charter bus service for camps. This ruling is applicable only to groups under 18 years of age and is also possibly subject to certain other limitations as yet not too well defined.

The committee suggests that camps in need of charter bus service make written application to the Regional Office in their area of the Defense Health and Welfare Services, Federal Security agency.

Based on the shortage of rubber the following suggestions are being offered:

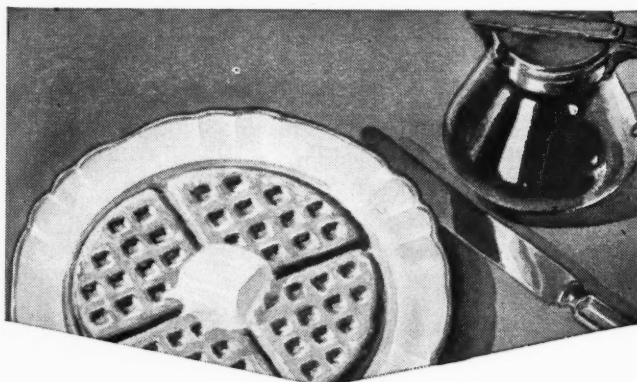
1. Rail transportation should be used in all cases where possible.
2. Go by rail to the nearest railroad, hike children to camp and cart baggage by truck or wagon.
3. Short-term camps should consider lengthening the stay of groups, thus serving fewer children but thereby eliminating much transportation.
4. Eliminate entirely the empty bus return. So arrange that buses if obtained will carry loads both ways.
5. Be prepared for eventualities in some extreme cases of insurmountable difficulties for the closing of camp.

WILLARD L. NASH

Chairman, Transportation of Children to Summer Camps.

QUESTION:

Who Makes America's Favorite Waffle Mix?



ANSWER:

Fixt Food Products

QUESTION: How do you know this Fixt all-fixed Mix is really America's Favorite?

ANSWER: Because more hotels, restaurants, camps, institutions, diners, etc. . . . buy it than any other!

QUESTION: Why?

ANSWER: Because:

1. It's mixed to a tested recipe by experts.
2. Only fine quality ingredients are used from eggs to extracts.
3. Fixt has done all the work—nothing to do but add water.
4. No skilled help needed—even the bus boy can add the water.
5. Think of the time you save!
6. Think of the money you save by taking advantage of Fixt's big volume buying, instead of buying the separate ingredients yourself.
7. Best of all, they taste just great!

QUESTION: Where can I get more information and does Fixt make any other Mixes?

ANSWER: Write Lew Wall for profit details and read the list of popular favorites below!

THE FIXT BILL OF FARE

Coffee Cake, Waffle, Biscuit, Devils Food, Spice Cake, Yellow Cake, Buckwheat Griddle Cake, Egg Griddle Cake, Pie Crust, Handy Doughnut, Bran Muffin, Corn Muffin, Ginger Cake and White Cake



WITH OUR AUTHORS

Flora M. Morrison.—Miss Morrison is co-director of Windy Point Camp in Ontario. For many years she was director of waterfront and canoe trips at Glen Bernard Camp. She is a director of physical education at Moulton College, Toronto. Address: 88 Bloor St. E. Toronto, Ontario.

William M. Harlow.—Dr. Harlow is professor of wood technology at New York State College of Forestry at Syracuse University, Syracuse, New York. He is author of *Trees of the Eastern United States and Canada* and of *Textbook of Dendrology*. A specialist in campcraft he has written and lectured much on the subject.

W. Ben Hunt.—As a popular writer on campcraft, Indian lore and rustic crafts, Mr. Hunt's work is well-known. Among his most popular works in camping circles is *Indian and Camp Handicraft*. His address is Route 1, Box 552, Hales Corners, Wisconsin.

Ellsworth Jaeger.—Mr. Jaeger is well-known as a lecturer, artist, writer and columnist. He is a specialist in Indian lore and nature. He is a member of the staff of the Buffalo Museum of Science, address Humboldt Park, Buffalo, New York.

Eugenia Parker.—For many years director of Blazing Trail, a private camp for girls in Maine, Miss Parker has long been prominent in the A.C.A. and was one-time President of the New England Section. She is a specialist in campcraft and canoeing. Address: 36 Edmunds Road, Wellesley Hills, Massachusetts.

Paul V. McNutt.—Mr. McNutt is Federal Security Administrator and Chairman of the War Manpower Commission.

S. Theodore Woal.—Mr. Woal is Assistant Director of Camp Airy in Maryland. He is an engineer by profession and instructor at Frankfort Arsenal Apprentice Training School. His address, 1307 Spruce Street, Philadelphia.

Mary L. Northway.—Dr. Northway is lecturer in Psychology at the University of Toronto, instructor at The Institute of Child Study at Toronto, and Research Fellow of the Canadian National Committee for Mental Hygiene. Her graduate work was at the University of Toronto and Cambridge, England. She is director of Windy Pine Point, a canoe trip center for older girls in Ontario. She is author of *Charting the Counselor's Course*. Her mailing address is University of Toronto, Toronto, Canada.

Mary V. Farnum.—Miss Farnum is owner and director of the Holiday Camps, private camps for girls in Minnesota, with which she has been associated for 25 years. She is Vice-President of the Chicago Camping Association. She is a writer of poetry and a regular contributor to the *Chicago Tribune*. Her address is 1508 Oak Avenue, Evanston, Illinois.

Warren R. Sisson.—Dr. Sisson is Chairman of the National Camp Committee of the American Academy of Pediatrics. Chairman of the Camping Division of the Boston Council of Social Agencies. His address is 319 Longwood Avenue, Boston, Massachusetts.

Setting Up a Steak Barbecue

(Continued from page 16)

6: Clean-Up

The clean-up group receives the least glory, but is one of the most essential of all committees in carrying out a large-scale barbecue. It is up to this committee to supply pans of hot water, soap and dish towels in order that each camper may wash, rinse, dry, and put away her own mess kit.

Following the barbecue, all of the serving equipment must be washed and put back in its proper place, the waste disposed of, and the fire properly extinguished. Those on clean-up function until all is cleared and put away.

7. Guests and Visitors

The guest and visitors committee, as the name implies, is in charge of getting chairs for all special guests and of serving them throughout the barbecue. This committee is headed by a counselor who gives the camper-members suggestions so that they may be gracious as well as helpful.

The committees involved require about twenty campers and counselors in one capacity or another. The other people, equally important, are the "guests" of the barbecue. They line up cafeteria style before the serving table. Each of the "guests" is served and then the committee in charge all have a first serving. When they are finished, a whistle is blown for seconds, and there is a great stampede to get in line again. This goes on until nothing is left but the juicy bones, and then comes the "bone" signal, and fancy chewing of the delicious tidbits missed by the carvers is indulged in by all with great humor. Dessert is handled the same way.

While the above committee outline is simple and brief it may give others an idea of the organization necessary to carry out successfully an all-camp cook-out of this kind. We clean up seventy-five pounds of steak for as many people. It is great fun to be in the committee in charge, especially to be a cook or carrier, and we look forward with keen anticipation to these events, which are never-to-be forgotten highlights of our years in camp.

Charles B. Reif.—Dr. Reif is docent of the Minnesota Museum of Natural History, working mainly with children. He has had long experience in camping and at present is associated with Camp Hillaway, a private camp for girls in Minnesota. He has specialized in Limnology and has several publications on lakes and streams. His mailing address is 319 W. Fiftieth Street, Minneapolis, Minn.

Physical Examination Form

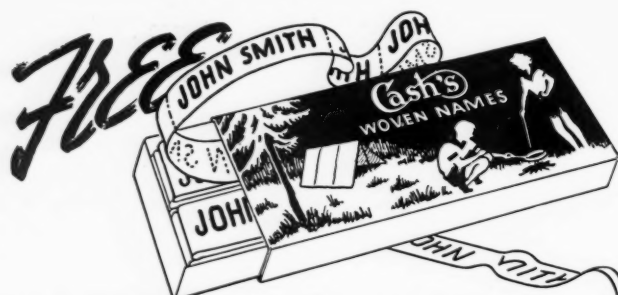
(Continued from page 10)

ed with the hope of detecting other evidence of heart disease.

The presence of herniae of the naval (umbilical) or in the groin (inguinal) is important in determining the camper's activities.

A detailed examination of the lungs and abdomen is not included as it is very unlikely for conditions of any importance to be present in a child who is considered for camp. There is some question whether the genitalia should be examined in this routine check-up, although such an examination is always done in a careful appraisal at a physician's office. Also omitted from the examination form is the posture of a child as this is too hard to estimate without careful knowledge of his particular type and developmental record.

The general estimate of health is the examiner's opinion or estimate of the camper's ability to participate in the usual camp activities. It refers both to the physical findings and the function of the various organs. If there are any special needs, such as dentistry, orthopedic supervision, special nutritional advice, etc., these should be carefully recorded.



WARDROBE LIST SERVICE

TO PROTECT YOUR CAMPER'S AND YOUR CAMP

No wardrobe list is complete unless it includes the marking of all articles with the owner's full name. And the standard marking method at schools and camps everywhere is Cash's WOVEN Names.

For generations Cash's Names have identified both clothing and wearer, protecting from loss and ownership disputes. Cash's Names are WOVEN—not just printed or stamped—for neat, permanent, safe marking. They stand up better under hard usage than any other method.

Your campers ought to use WOVEN name tapes made by Cash's—and to help you enforce your requirements we will supply FREE order blanks, wardrobe lists, etc. on request.

Write for information, samples, and prices

Special! For those camps and campers who desire woven name quality and utility at the lowest possible price, we offer Cash's JACQUARD Woven Names in 3 styles. Ask about them.

CASH'S 22 Camp Street
S. Norwalk, Conn.
WOVEN NAMES

Sexton Opens Plant in Atlanta



John Sexton & Co., manufacturing wholesale grocers of Chicago, Brooklyn, and Dallas, opened in May a distributing plant, newly constructed at 697-739 West Whitehall Street, S.W., Atlanta, Georgia, to render a complete service to camps in the southwest.

John Sexton & Co. manufactures a vast assortment of preserves, jellies, mince meat, gelatin dessert powder, salad dressings, pickles and relishes in the Sexton Sunshine Kitchens. The company also offers an unusual selection of napkins, doilies, paper cups, and similar articles. Soaps, cleaners, detergents, too, form an important part of the Sexton line.



Just Off the Press

Trees of the Eastern United States and Canada—Their Woodcraft and Wildlife Uses.

By William M. Harlow (New York: McGraw-Hill Book Co., 1942) 288 pages.

The best book of its type for camp use yet to appear. It not only identifies the trees and provides the essential facts but sets forth in each case *the uses campers can make of them*. Its woodcraft information is its unique feature. Its author is an experienced practical camper as well as a professor of wood technology.

A-Hiking We Will Go

By Jack Van Coevering (Philadelphia: J. B. Lippincott Company, 1942) 214 pages. \$2.50.

A delightful book for 8- to 12-year-olds, revealing the beauty and wonder of nature, to be found on hikes to all kinds of familiar places. Filled to the brim with information in narrative style.

WHY RISK A HEALTH "BLITZ"?

Your responsibility for the health of campers is too great to permit chance-taking with water-borne disease. Any water supply, no matter what its past record, can suddenly become dangerously polluted unless it is continuously treated with germ-killing chlorine solution. Past records of epidemics show that this includes wells in addition to surface supplies.

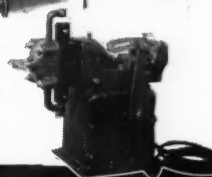
Wallace & Tiernan Co., has the answer to this problem, whatever the size of your camp. More than 85% of the public drinking water supplied in the United States is already being protected by W&T equipment. For most camps, an inexpensive W&T Hypochlorinator will give complete protection without requiring a skilled operator.

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WITH THIS INEXPENSIVE
TREATMENT**

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MANUFACTURERS OF CHLORINE AND AMMONIA CONTROL APPARATUS
NEWARK, NEW JERSEY REPRESENTED IN PRINCIPAL CITIES

How To Use an Ax

(Continued from page 15)

in the burning qualities of woods, and the camper will do well to know something about them. Every camper should be able to recognize some of the common useful trees of the woodland.

Hardwoods. Hardwoods such as oak, hickory, birch, sugar maple, beech, locust, etc., make good, glowing, long-lasting coals. An all-night reflector fire should be made of these woods. They are best, too, for broiling, roasting, and most camp cooking.

Softwoods. Short, quick-burning fires should be made of the softwoods, and softwoods are particularly desirable for getting a fire started quickly. Masses of dead hemlock twigs bunched together make a fine tender for fire lighting. Resinous softwoods, like pine, hemlock, spruce, etc. are inclined to be smoky. Dry poplar is a good soft campfire wood, for it burns with a bright hot flame and does not blacken the cooking kit. Some of the softwoods for fire use are pine, hemlock, spruce, balsam, cedar, basswood, poplar, chestnut, cypress, etc.

Greenwoods. Some green woods, such as yellow

birch and white ash, burn as well in the green state as when dry. Beech and hickory will also burn in that state. Green woods burn better in the fall than in the spring, for the sap is not present in great quantities in the autumn.

Wood Gathering. Fallen branches on the ground may burn in dry weather, but the best dead wood is standing wood, especially that on higher ground. Dead branches may also be broken from living trees. It is easier to drag branches and sections directly to camp than to cut it up and struggle with arm loads to the camp site. Be sure to have a sound chopping block in camp. Always have plenty of firewood on hand, keeping some pieces of softwood under cover for lighting your fire on rainy days.

Fuzz Sticks. Fuzz sticks may be made by cutting up softwood sticks, leaving the shavings attached to the stick. Several of these fuzz sticks placed together will readily catch fire. Hold your match low on the windward side. When the tinder has caught fire, carefully place other small pieces of split dead wood upon it, and soon a blazing campfire will result. *Do not build large fires.* A properly laid small fire will do all the cooking that you want.

Adventuring by Canoe

(Continued from page 8)

things. No two days are alike and adventure, new conditions, new interests are always arising. These are to be met and to be enjoyed. After traveling through wilderness waterways which were dammed to store energy for a power plant, one day we met men removing the stop logs of a dam. We stopped and watched them. We discussed water power and we got our maps to trace the watercourses that led from the reservoirs. Another day we detoured from our planned course to explore an unnamed lake. Interests of all these kinds are available in abundance if we are not so busy covering distance that we have no time to follow them. Then there are the enjoyments of an evening campfire, reading stories, telling tales, singing, discussing articles on camping trips or of real explorations. Planning the trip, travelling with discipline, not being fatigued are the means by which such enjoyments are made possible.

THE RETURN

The trip is not over on the return to camp. That is the time for putting equipment into condition ready for the next trip, shingling pots until they gleam, boiling the cotton bags, touching up a scar on a canoe. This is the time for going over menus, food supplies, for discussing the trip as a whole and making a written report for the camp log. This time may include writing letters to the forestry department on conditions such as blocked portage or an impassable waterway. It may include making minor corrections to the maps. At the end of the trip on which we found the blocked portage, we made direction signs for it (to be put up by the next group travelling over the portage). The return is an important part of the project; it can be used to complete a well-planned and well-executed adventure, and to give an added sense of achievement from our undertaking.

MORALE

Even in the wilderness a trip represents its camp and Camping. A trip is not an occasion for slippiness, carelessness and ill-considered excitement. It is certainly not a time for disturbing the communities through which we may pass, or be annoying to the inhabitants. All great explorers have included in their greatness the continual maintenance of standards. Discipline does not need to be enforced upon a group, nor rules for travel proclaimed. A group very quickly develops its own morale. We feel high morale is developed by the standards set—the way of doing things—in the pre-trip period. If the group discusses what it wants to do and how it wants to do it; if good equipment is provided and used with respect; if we do care that the butter is properly wrapped in wax paper and placed properly in a

suitable container; if the amount of cocoa mixture is worked out to meet group needs and packed by a member of the group for the good of the group, then through all these things a high level of morale is reached before the trip ever starts out. It is through these things such as butter and cocoa mixtures and looking after equipment that character and social values develop. Learning to be citizens of a democracy does not come through hearing moral platitudes of the value of democracy nor by merely knowing the psychological phraseology of a theory of learning. It comes by doing day-by-day tasks in a way that is democratic, that is efficient and that is thorough. Morale develops when a group with a common purpose works together on a plan to realize that purpose, and when each person's best effort is made for the welfare of the group. This effort may consist of making the porridge so that it is as good as it can possibly be, or carrying the packs just a little more carefully so the group will not suffer at the end of a three-day rain, or it may be the willingness to let the other fellow paddle stern even though one knows one can do it better. A group which does things of this sort, not for the hope of recognition, not because one has been told to do so, but simply for the satisfaction which comes from doing one's job well and contributing one's efforts for the good of the group, need have no worry about its morale; it cannot be anything but high.

LEADERSHIP

Leaders for canoe trips must know how to trip. A parent in sending his child to camp should be more concerned about who is going to take his child on a trip, be responsible for him in the wilderness, see that he is well fed and sheltered and kept secure in hazardous situations, than he is about who is the director of the camp itself. If we are to have out-of-camp trips we must have leaders who know how to do the things out-of-door life requires. These leaders must know how to pitch tents, to plan the cooking of well-balanced meals, to keep children dry and happy in days of rain, to follow routes by maps and compass, to foresee approaching storms. These things require practice; they require training and if camps are to include real camping our responsibility is to develop leaders who can camp.

"I Wanna Go Home"

(Continued from page 11)

being homesick since it is a serious disturbance to him. If you feel you are making insufficient headway, get the head counselor or one of the directors to help you.

Prevention of homesickness is a challenge to every counselor. Will you be in a position to say, at the end of the camping season, "I had no 'wanna-go-homers' in my cabin"?

War Hazards

(Continued from page 19)

disciplinary measure to avoid panic in case of an actual raid.

8. "Poison gas: Is there danger and what to do about it."

ANSWER—"At the present time, there appears slight likelihood of gas attacks in this country, particularly in rural areas. We are sending you our booklet, 'Protection against Gas,' which you might adapt to your use." (Included in "Handbook for Auxiliary Firemen.")

9. "Protection of water and food in an air raid: What should be done?"

ANSWER—"Food, in general, if in cans or glass jars, would not be contaminated; other food very probably would be. Water supplies should be marked, especially in the rare eventuality of a gas attack on a rural area."

10. "What precautions should we suggest to camp directors in connection with outdoor activities at night, such as campfires, use of flash lights, latrine lights, etc?"

ANSWER—"Rules for lights should be developed in cooperation with the nearest local communities."

11. "What about junior air-raid wardens in camp? Junior fire warden?"

ANSWER—"The Office of Civilian Defense does not recommend the appointment of junior air-raid wardens or fire wardens below the age of sixteen years. However, the situation in a camp is somewhat different, and the judgment of the persons in charge of the camp will have to be employed."

12. "In what ways may the camp mutually cooperate with the neighboring community for safety and protection?"

ANSWER—"The camp authorities should confer with the nearest civilian defense authorities. These may be in a nearby town or community, or the authorities for the county in which the camp is located."

"The camp directors should arrange to receive warnings in case of air raids. They should arrange to participate immediately in blackouts, when ordered. They should take the advice of the local authorities as to dispersion or taking cover in case of a raid."

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—Ralston Purina Company

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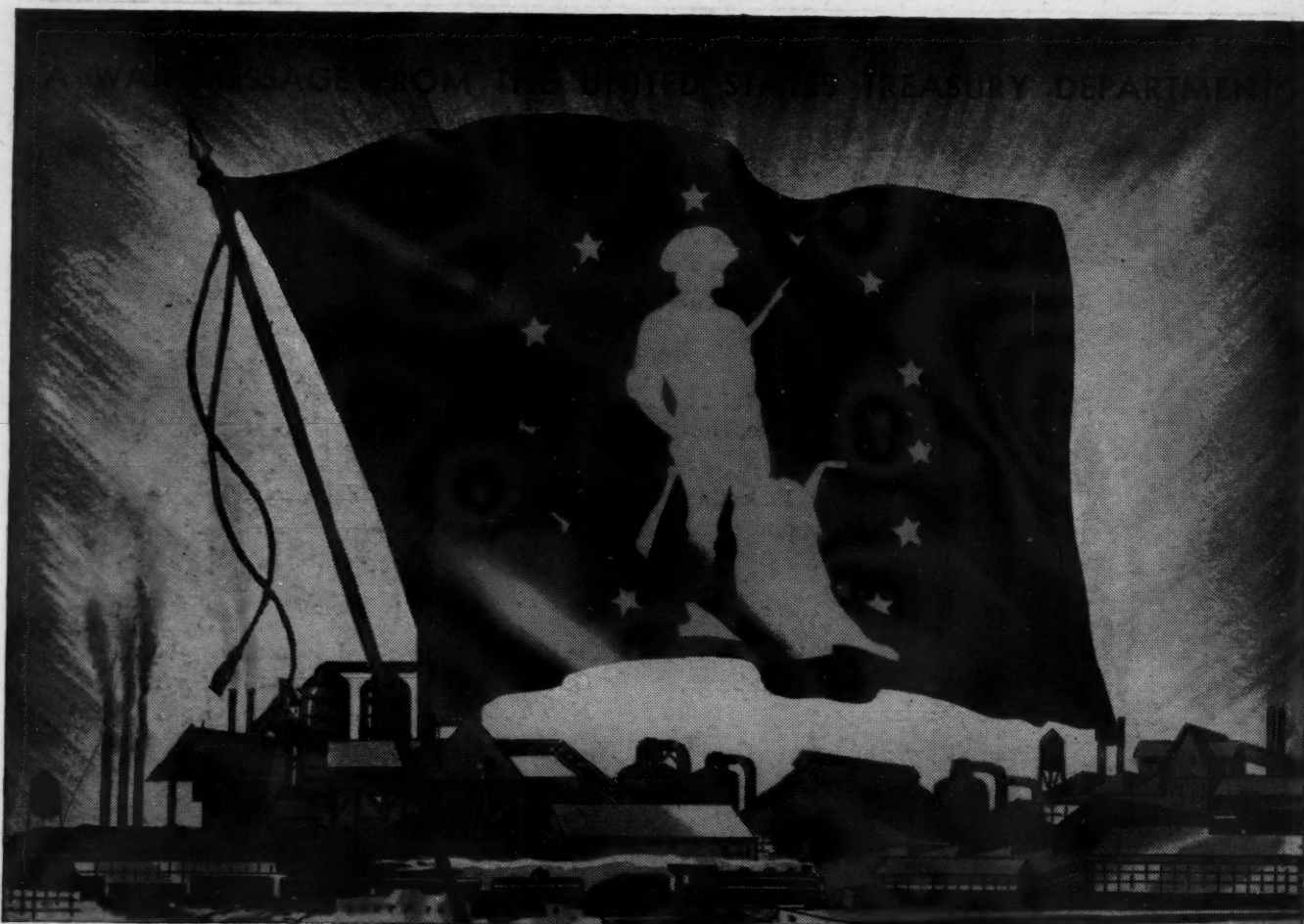
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